

EAL individual tracking

Pupil name: _____

Home Language: _____

Year	L	S	L	S	L	S
-2						
-1						
R						
Y1						
Y2						
Y3						
Y4						
Y5						
Y6						

EAL learner	EAL level	Key
Beginner	Step 1	S1
	Step 2	S2
	Step 3	S3
	Step 4	S4
Intermediate	Step 5	S5
	Step 6	S6

Beginner EAL Learner	Step 1	<p>Early stage EAL learners and New Arrivals</p> <p>These learners are usually within their first two years of learning English</p> <p>There needs to be an emphasis on basic speaking and listening skills and vocabulary development at this stage.</p> <p>Needs considerable amount of EAL support. These learners may benefit from individual language plans which focus on English language development in all 4 language skill areas.</p>
	Step 2	
	Step 3	
	Step 4	
Intermediate EAL Learner	Step 5	<p>Learners who are becoming confident users of English</p> <p>Their effective oral and non-verbal communication skills may mask the fact that they have not mastered grammatical forms such as tense. These learners will require support to extend their range of adjectival and adverbial language.</p> <p>Requires on-going EAL support to access the curriculum fully.</p>
	Step 6	
Advanced EAL Learner	Step 7	<p>Learners who are fluent users of English in most social and learning contexts</p> <p>These learners are confident social speakers of English and may appear to be able to cope with the demands of the curriculum. These pupils need support in developing their academic abilities in English, particularly in relation to producing appropriate written genres.</p> <p>Needs some EAL support to access complex curriculum material and tasks.</p>

- Understands home language.
**Pupils with apparent language delay in first language will need specialist assessment.*
- Watches others and joins in activities and routines.
- Responds to tone of voice, body language and facial expression of adults and peers.
- Shows understanding of simple information, given with visual support and gesture.
- Begins to follow single instructions relying on key words and gestures.
- Begins to follow simple routine instructions where context is obvious.
- Recognises the names of some familiar objects found in the classroom (e.g. pencil, book, table, chair)

STEP 1 Listening

- **If possible provide bilingual** support.
- **Buddy with a good language role model who is a sympathetic partner** for different curriculum areas.
- **Ensure pupils have been provided with an induction programme** (e.g. pictures of teachers, visuals of uniform, visuals of key classroom objects)
- **Set up home/school communication book** to communicate with parents and to encourage parents to pre-visit language beforehand with the EAL learner. Provide picture word list.
- **Provide EAL learner with age-appropriate bilingual** dictionary.
- **Provide visuals and where appropriate translations** of essential classroom language.
- **Explicitly teach key language items** (e.g. classroom objects). Rehearse language through games. Materials that can be used in small intervention groups or as part of whole-class activities can be downloaded from the EAL Nexus site: <https://eal.britishcouncil.org/teachers>
- **Use gesture, signing, visuals and objects** to increase understanding.
- **Speak slowly and clearly** in simple sentences.
- **Encourage learner to build up their own personal dictionary** in both languages.
- **Give single clear instructions** with consistent use of key words/phrases.
- Remember learners find it difficult to follow long periods of talk

- Responds to yes/no and either/or questions.
- Follows a short sequence of instructions in familiar, routine circumstances.
- Responds with non-verbal language to comments (smile when greeted, shake or nod of head).
- Takes part in short simple social conversations during familiar routines and concrete tasks.
- Identifies single items of information (key words) from short spoken texts (number, colour, name).
- Responds to key words and phrases in a range of spoken instructions ('Shut the door,' 'put your pens down').
- Identifies objects or characters from pictures or diagrams (where is Biff? Point to the triangle).
- Listens to stories and begins to demonstrate interest.
- Listens attentively for short amounts of time.

STEP 2 Listening

- **Provide visual support:** pictures, models and facial expressions.
- **Speak slowly and clearly** in simple sentences.
- **Repeat and rephrase as necessary.**
- **Display words /phrases in English** and first language, build up topic 'word walls.'
- **Pre-visit key words with EAL learners in small groups.**
- **Sit learner near the front** with good access to visual cues and ensure EAL learner can see facial expressions and body language.
- **Give short, clear instructions with consistent** use of key words/phrases. Use electronic equipment to record key instructions.
- **Pair pupil** with a good language model.
- **Avoid rapid speech and idiomatic expressions.**
- Be **clear in questioning** – new arrivals will usually find it easier to answer closed questions with a single word response
- **Carefully check understanding** on a 1:1 basis.
- **Understanding the use of** pronouns in speech can be difficult; pronouns need to be used in a way which is understandable.

- Follows a short sequence of instructions applied in a wider range of circumstances.
- In a supportive situation indicates when they need to hear something again.
- Understands time references at the beginning of a sentence (Yesterday, Today, tomorrow).
- Listens attentively during lessons and responds to some questions/makes some single word contributions.
- Understands that intonation, volume or stress are used with different effects (shout a warning, whisper in a group).
- Understands the function of time connectives (first, next, then).
- Responds to obvious humour.

STEP 3 Listening

- **Provide visual support:** pictures, models and facial expressions.
- **Speak** slowly and clearly in simple sentences.
- **Display words /phrases in English** and first language, build up topic 'word walls.'
- **Identify language structures** to use based on the context (language of argument, comparison, deduction, evaluation, explanation, hypothesis, opinion, retelling, sequencing).
- **Ensure understanding of time connectives** and ensure that they are clearly displayed e.g. first, next and then. Translate connectives where appropriate.
- **Explicitly teach simple time references** e.g. yesterday, today and tomorrow.
- **Pre-visit language structures and key** vocabulary in small groups or allow learner to pre-visit at home.
- **Understand key questions words** such as, 'Who, What, Where, When.' Display question words and use in context.
- **Display key curriculum words and highlight** during teaching.
- **Provide pupils with ways of expressing lack of understanding** either verbally or visually e.g. with the use of traffic light cards.
- **Encourage talking partners to explain and reinforce** content and instructions to the learner.

- Listens carefully to the conversations of others.
- Asks the speaker to repeat or add detail so that they can understand more of the message.
- Understands teacher questions on familiar topics by responding with phrases/sentences.
- Shows understanding of the details of curriculum topics, with visual/contextual support and repetition.
- Usually copes with a wide range of verbal input from a variety of sources.
- Follows a sequence of instructions in less familiar circumstances and by a range of people.
- Responds to a range of question types including open questions.
- Understands a wide range of basic vocabulary and an increasing range of subject-specific vocabulary.
- Orders information heard using pictures/ Follows narrative accounts with visual support.
- Understands the gist of class lessons with little visual/contextual support.

STEP 4 Listening

Provide visuals for sequencing activities e.g. simple routines and stories.

- **Create a topic book** with relevant glossaries/ vocabulary for pupils to learn both at home and at school, bilingually if appropriate.
- **Pre-teach relevant vocabulary** in small groups encouraging learners to use it in context.
- **Make language topic displays** and word banks.
- **Make concept maps of a topic** using key content words (spiders: webs, bite, poison, arachnid).
- **Provide a range of thesauruses, dictionaries and on-line translation for single words.**
- **Provide learner with key questions in advance** to enable active listening. Provide them with spotting sheets.
- **Repeat correct answers** given by other pupils.
- **Recap or summarize** main points.
- **Use posters** (e.g. Mantra Lingua) to display subject –specific vocabulary in the classroom.

- Follows a set of oral instructions or directions related to a game or learning activity (following a route with a map).
- Begins to differentiate between past, present and future tenses.
- Identify a range of sequence markers indicating steps (First, after that, finally).
- Begins to engage with 'How...?' and 'Why...?' questions.
- Understands a wide range of basic and subject-specific vocabulary.

STEP 5 Listening

- **Provide additional listening and speaking opportunities** across the curriculum. EAL learners need to rehearse language in context.
- **Information seeking activities/** barrier games.
- **Questions:** use a variety of question types, including open questions; provide scaffolding as necessary (rephrase question, narrow the question down, break the question down into several 'smaller' questions); take answers from several pupils before giving feedback (this encourages pupils to 'have a go').
- **Elicit language for higher order thinking** (explain, predict, hypothesise, evaluate). Provide language structures for these functions (e.g. I think; it might be; it could be ... because, I disagree).
- **Continue to encourage learner to record** key new vocabulary and sentence structures.

- Organises spoken information when using diagrams, graphs, tables.
- Follows the gist and some detail of teacher talk on a new topic at normal speed with little visual/contextual support.
- Listens for and identifies relevant information and new information from discussions, explanations and presentations.
- Listens to and responds appropriately to other points of view.
- Active listener in group tasks and is beginning to ask for clarification when necessary.

STEP 6 Listening

- Provide additional listening and speaking opportunities** across the curriculum. EAL learners need to rehearse language in context.
- **Information seeking activities/** barrier games.
 - **Questions:** use a variety of question types, including open questions; provide scaffolding as necessary (rephrase question, narrow the question down, break the question down into several 'smaller' questions); take answers from several pupils before giving feedback (this encourages pupils to 'have a go')
 - **Elicit language for higher order thinking** (explain, predict, hypothesise, evaluate). Provide language structures for these functions (e.g. I think; it might be; it could be ... because, I disagree)
 - **Use careful questioning** to ascertain whether key information has been obtained from key lessons.

- Appears relaxed, uses body language positively.
- Expresses need using first language.
- May not communicate orally as aware that others may not understand them.
- Uses non-verbal gestures to respond to greetings and questions about themselves.
- Communicates basic needs to a familiar child or adult using gestures.

STEP 1 Speech

Encourage use of first language with speakers who share the same language.

- **Some pupils go through the 'non-verbal' period** as they tune into the sounds of the new language. Continue as if you expect the learner to respond.
- **Provide pupils with word fans** so they can communicate basic needs.
- **Acknowledge alternative means of communication** (e.g. facial expressions, non-verbal gestures).

- Echoes familiar words and expressions.
- Joins in with their peers in repeated phrases or expressions e.g. songs and rhymes.
- Begins to develop a simple naming vocabulary and begins to communicate basic needs through single-word utterances and short phrases. (e.g. Ok, like book.)
- May use translanguaging e.g. Meh toilet janna (I want to go to the toilet) Ja chce red (I want the red one)
- Participates in very basic, short, formulaic spoken exchanges (e.g. Good morning, how are you?) and may respond non-verbally (e.g. with a gesture or smile).
- Understands and names some familiar classroom/everyday objects. (e.g. chair, table)
- Uses simple adjectives to describe/add emphasis ('big truck, today cold').
- Pronunciation is often unclear (e.g. learner may show lack of confidence with pronunciation of multi-syllabic words).
- Beginning to communicate meaning using known vocabulary in single words/short phrases.

STEP 2 - Speaking

- **Collaborative activities:** use structured activities which require pupils to talk (www.collaborativelearning.org.uk) <https://eal.britishcouncil.org/teachers>
- **Encourage non-verbal and verbal** contributions.
- **Encourage participation** in whole class choral repetition. Use action rhymes, songs, poems, stories.
- **Play games** (pelmanism, lotto, snap) to consolidate key language.
- **Include learner in role-play activities.** Group with children who will provide good language role models. Use appropriate resources (e.g. masks, puppets).
- **Set up small group support** for learners to practise new language. Occasionally consider including other learners with the same first language.
- **Place in threes rather than pairs** during talk partner activities.
- **Provide thinking time** for EAL learner to mentally rehearse responses.
- **Consider taking activities outside to encourage talk.**
- **Model social language** conventions.
- **Use information seeking activities/barrier games** to rehearse key language (e.g. positional language)
- **Provide opportunities for learner to discuss their own experiences** e.g. photos from home

- Initiates and participates in exchanges with peers, may be reluctant to speak to adults
- Beginning to form simple 'wh' questions 'where you live?', seeks information 'pizza you like?' with intonation.
- Over-generalises grammatical rules, 'I goed, she drink.'
- Describes positions of objects correctly (e.g. on, in, under, on top).
- Attempts to self-correct pronunciation having heard modelled speech.
- Begins to use some descriptive and sequencing language (e.g. The classroom is big, First I write date).
- Expresses negative sentences using, 'no'. e.g. 'I no speak, no go to school.'
- Beginning to interact in more situations using non-verbal gestures and one-word utterances .
- Communicates meaning using basic vocabulary. Starting to use some subject-specific vocabulary in simple phrases and sentences, though with some inaccuracies.
- Uses basic compound sentences with simple conjunctions with some inaccuracies (e.g. 'I go school and I talk with my friends and I eat my lunch').
- Beginning to use plurals, articles, pronouns and prepositions, though with some inaccuracies.

STEP 3 - Speaking

Collaborative activities: use structured activities which require pupils to talk (www.collaborativelearning.org.uk) <https://eal.britishcouncil.org/teachers>

- **Record learner's talk** - encourage learners to listen to their own talk to develop and improve on it.
- **Use visuals and speaking frameworks** – display sentence structures enabling children to use them as a point of reference during talk-based activities.
- **Allow time for EAL learner** to mentally and orally rehearse words/contributions.
- **Use games to practise language using set phrases.**
- **Scaffold speech** using substitution tables: <https://eal.britishcouncil.org/teachers/great-ideas-substitution-tables>
- **Teach positional language explicitly** e.g. on, in, under, on top, etc., illustrating and displaying in the classroom. Play barrier games to practise positional and descriptive language.
- **Encourage the use of compound sentences with simple conjunctions** by modelling and extending pupil talk.
- **Model simple grammatical structures in speech** e.g. plurals, articles, pronouns and prepositions.
- **Recast speech sympathetically.**

Beginner EAL learner		Step 4	
Speaking		Teaching Strategies	
<ul style="list-style-type: none"> ● Can re-tell a simple story ● Uses time markers, 'yesterday, today, last week, tomorrow. ● Relays simple messages, able to give a short sequence of instructions, 'First...then...' ● Expresses opinions and wishes independently (e.g. I like numeracy). ● Uses formulaic question tags, 'isn't it, ok?' ● Uses adverbial phrases of time and place, 'In the holidays, on the table.' ● Uses subject specific vocabulary necessary for a familiar topic ● Responds to a range of question types with scaffolding (e.g. What is your favourite fruit? Why...? Because...?) ● Uses appropriate terms for sequencing, 'first, next, then, finally.' ● Uses past simple tense regular verbs (e.g. I played, I listened) and common irregular verbs (e.g. I went, I did, I had, I got) appropriately although with some inaccuracies. ● Understands and uses a wide range of basic vocabulary and an increasing range of subject-specific vocabulary. 		<ul style="list-style-type: none"> ● Retell a simple story through sequencing pictures. ● Provide opportunities for learners to rehearse and consolidate new language structures orally in pairs/groups. ● Engage EAL learner in informal conversation to develop fluency and confidence. ● Use role play and drama to rehearse key language. ● Model use of subject-specific vocabulary in the context of a sentence. ● Provide correct language models and extend speech without over- correcting. Respond to content before form ● Provide additional listening and speaking opportunities across the curriculum. EAL learners need to rehearse language in context. ● Take recordings of speech so that it can be analysed more carefully and speaking targets can be identified. 	

Intermediate EAL learner

Step 5

Speaking

- Speaks and listens in simple exchanges and in everyday contexts.
- Uses common colloquialisms in everyday interactions.
- Recounts main events/ideas with relevant detail with scaffolding.
- Can make comparisons and contrasts, 'bigger than, more difficult than, like.'
- Uses simple conditionals, 'If plants don't have sunlight they die.'
- Communicates meaning using some extended/more complex sentences with increasing accuracy. Uses a range of conjunctions (but, because, so, if).
- Uses present simple and continuous tenses appropriately and accurately (he/she, It's, e.g. I dance but he dances; we are dancing).
- Pupil speaks about matters of interest to a range of listeners. With appropriate prompts the pupil can speak in front of a small or large group for a short time.
- Uses appropriate register for different situations (learner/learner, learner/teacher) (e.g. Miss please can I have a pen? / Give us a pen).

Teaching Strategies

- **Provide talk opportunities** for explaining, predicting, describing.
- **Use and display speaking frames.**
- **Explicitly teach comparatives and superlatives.**
- **Encourage feedback** from learner and provide opportunities for the learner to speak to larger groups.
- **Provide learner with appropriate conjunctions** to extend their sentences.
- **Pair** with good peer role models.
- **Compare and contrast** between 3 main tenses (use picture stories to tell in different tenses).
- **Collaborative activities:** use structured activities which require pupils to talk (www.collaborativelearning.org.uk) <https://eal.britishcouncil.org/teachers>
- **Recast errors made** with simple past tense regular verbs as appropriate.

- Uses relative clauses, 'I saw the boy who sang in assembly.'
- Uses all regular and most irregular past simple tense forms accurately and consistently (e.g. I played, they caught, they taught).
- Beginning to use other tenses (e.g. past continuous, future and conditional, I was playing, I will go, I would like) but with some inaccuracies.
- Contributes to whole class discussions on familiar topics, e.g. giving group feedback, sharing opinions, respecting turn-taking rights of others etc.
- Uses plurals, articles, pronouns and prepositions with increasing accuracy

STEP 6 - Speaking

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- **Provide talk opportunities** for explaining, predicting, describing.
- **Use and display speaking frames.**
- **Pair** with good peer role models.
- **Collaborative activities:** use structured activities which require pupils to talk (www.collaborativelearning.org.uk)
<https://eal.britishcouncil.org/teachers>
- **Explicitly teach and model** set phrases for different purposes.
- **Correct mistakes in use of irregular past tense** forms.
- **Encourage verbal participation during group or whole class discussions** by ensuring that the learner has specific roles.
- **Model and demonstrate appropriate register** for different situations with a particular focus on the difference between formal and informal styles for presentations. Make explicit that formal talk can form the basis for writing.